

# DRAFT CTE Committee Expert Review Team Pilot Plan 2023-2024 School Year

The following CTE Committee Expert Review Team Pilot Plan details:

- Background on the purpose and responsibilities of CTE Expert Review Teams
- Proposed CTE Expert Review Team structures for a FY24 pilot year and for FY25 and beyond
- Proposed supplemental FY25 budget to support staffing needs for ERT work
- Proposed pilot year timeline

## **Background**

The *Blueprint for Maryland's Future* (“the Blueprint”) created a Career and Technical Education (CTE) Committee as a unit within the Governor’s Workforce Development Board (GWDB). The CTE Committee’s mission is to build an integrated, globally competitive framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce. Core to this mission is integrating academic knowledge and occupational competencies that enable students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce and economic development needs of the 21st century.

The Blueprint requires the CTE Committee to “establish, administer and supervise” a CTE Expert Review Team (ERT) program to visit all schools with CTE programs and pathways in Maryland. The CTE ERT program is required to visit every CTE school in the state by the 2031-2032 school year, with at least 10 percent of CTE schools visited each year until all schools are visited at least once during this timeframe. The ERT model is based on practices of high performing countries where experts regularly visit schools to deeply understand their programs, their challenges and their successes.

The goal of the CTE ERT program is to determine whether schools are implementing CTE programs aligned to the Blueprint vision and to monitor progress toward reaching the Blueprint goal of 45% of high school students completing the high school level of a registered apprenticeship or other industry-recognized credential by the 2030-2031 school year.<sup>1</sup> Specifically, the CTE ERT program is expected to:

- Provide support to schools, districts, and the state in implementing the Blueprint, in partnership with the Accountability and Implementation Board (AIB) and the Maryland State Department of Education (MSDE)

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<sup>1</sup> The CTE Committee’s CTE framework and definitions of programs/activities that are considered toward the 45% goal, such as a definition of “high school level of a registered apprenticeship,” are forthcoming. In the interim, please reference the [CTE Committee’s Initial Phase One Implementation Plan](#) for definitions that will be accepted through the 2023-2024 school year. The CTE framework and definitions will be more fully developed during the 2023-2024 school year and included in the CTE Committee’s updated implementation plan due June 15, 2024.

- Build a system to monitor progress towards the Blueprint’s College and Career Readiness goals and ongoing state goals, identify implementation challenges, and proposing and delivering technical assistance to address these challenges in partnership with the AIB and MSDE;
- Identify policy challenges and make recommendations to the CTE Committee and the AIB on how these challenges may be addressed at the state level.

The CTE Committee has contracted with the National Center on Education and the Economy (NCEE) to help develop and pilot the CTE ERT program.

### **Pilot Year Proposal**

The CTE Committee did not receive funding to support CTE ERT activity during FY24 so it will use this year to design, build and pilot its ERT program, while simultaneously proposing a supplemental budget for FY25 to support the CTE ERT fully functioning as it is intended to within the Blueprint.

### **CTE Expert Review Team Structure**

The Blueprint requires that the CTE Committee select CTE ERT members from the following groups:

- Highly regarded CTE teachers who are represented by teachers’ organizations that, for purposes of collective bargaining, represent a majority of teachers in the State or in a local school system;
- School leaders;
- Employers;
- Trade unions; and
- Apprenticeship and internship sponsors.

Given these requirements, and given the absence of funding provided to the CTE Committee to support CTE ERT activity in FY24, the CTE Committee proposes the following pilot year ERT timeline and structure. Below this is a potential FY25 ERT structure (pending pilot results) and corresponding budget for CTE Committee staff to support CTE ERT work.

### ***Proposed FY24 Pilot Year ERT Structure***

The CTE Committee proposes piloting the following initial ERT structure this year:

- One full-time regional lead (Expert Review Team Manager, currently contracted),
- A data analyst or policy analyst from NCEE when available, and
- At least one representative from the following groups:
  - GWDB/CTE Committee staff (in addition to the regional lead)
  - CTE Committee members
  - CTE Director, CTE teacher, or other related CTE staff from a Local Education Agency (LEA)

- Employer and/or apprenticeship representatives, who may include but are not limited to those serving on the GWDB or on local workforce development boards

### **Potential FY25 ERT Structure, Pending Pilot Year Results**

Taking this into consideration and if the supplemental budget request is approved, the CTE Committee is considering the following team structure starting in the 2024-2025 school year, pending FY24 pilot year results and lessons learned.

Core team:

- the regional lead
- the CTE teacher lead for each region
- the CTE Committee staff data analyst or policy analyst when possible (see FY25 supplemental budget request, below)

Up to four additional members, including:

- a second highly-regarded CTE teacher or school leader, represented by a teacher organization, potentially nominated by a district CTE leader. This individual should provide a different perspective from the core CTE teacher lead;
- a community college representative who can consider the LEA/school partnership with higher education and the pathways design; and
- representatives from industry, from a workplace, a trade union and/or an apprenticeship/internship sponsor. Defining the selection process for the appropriate representatives in this category will be part of the plan development over this year.

The expectation is that the second CTE teacher or school leader can participate as a professional learning experience, and help the ERT team identify expert CTE teachers to lead ongoing cross-school networks. The CTE Committee is still investigating how best to identify community college and industry representatives for these teams and plans to work with MSDE, the Maryland Higher Education Commission (MHEC), the GWDB, and other partners such as local or state Chambers of Commerce, to develop a process to select/recruit additional review team members.

### **Pilot Year Work Plan**

Per the Blueprint, the CTE Committee is required to submit a CTE ERT deployment plan to the AIB every July 1 through July 1, 2031. Each plan will outline the deployment of the CTE ERT for the following school year. The CTE ERT is required to visit all schools with CTE programs in the state by the 2031-2032 school year. According to the MSDE CTE [data dashboard](#), the CTE Committee estimates that there are approximately 230-260 schools currently with CTE programming. The CTE Committee will be working with MSDE over FY24 to identify the exact number of schools required to be visited. With FY24 as a pilot year, the timeline for the ERT work is eight years (FY25-32) and the CTE

Committee has set a target of conducting approximately 30-35 CTE ERT visits a year in order to meet the Blueprint requirements.

The following outlines the pilot year work plan for CTE Committee and NCEE staff.

**Fall 2023:**

- Propose to the CTE Committee potential goals for ERT visits, including information to be gathered and process for school selection, to be tested and refined through pilot visit process
  - Include definitions of key concepts and requirements in the Blueprint (e.g. what identifies schools where a “sufficient numbers of students or groups of demographically distinct students are not making adequate progress towards the completion of the CTE pathway”)
- Create a map of current data collection on CTE programs
- Develop role descriptions for ERT members and a recruitment process for core and additional members that reflect the diversity of the student population
- Design a visit structure based on best practices and data-gathering goals, with input from select CTE schools, CTE Directors, industry representatives and other stakeholders
- Draft pilot visit tools and protocols, which may include but are not limited to:
  - training materials for core team and additional review team members
  - pre-work for schools and for the CTE Committee ERT staff
  - interview/data gathering tools anchored to the CTE framework and AIB’s outcome measurement framework (note: these tools may need to be updated annually to reflect system progress and emerging challenges and areas of inquiry)
  - visit structures (pre-conversation/interviews/focus groups/class observations/post-visit communication)
  - post-visit team debrief
  - post-visit communications with schools
- Draft report templates, including for individual schools, districts and for the CTE Committee and AIB, in coordination with the AIB and MSDE
- Review and coordinate draft tools and visit structure with AIB and MSDE

**Spring 2024:**

- Organize pilot visits to two or three schools, using draft tools and visit structure
- Refine tools and protocols based on pilot visits
- If necessary, refine goals, data collection, and school selection process based on pilot visits
- Organize ongoing data collection plan
- Work with the AIB to design aligned technical assistance program
- Finalize plan for FY25, adapted based on final supplemental budget

As outlined above, and pending the outcome of a supplemental budget request, the CTE Committee intends to submit a fully developed plan to the AIB by July 1, 2024, for the full deployment of the CTE ERT starting in the 2024-2025 school year.

### **Supplemental FY25 Budget Proposal for CTE ERT Staff**

In order to adequately support CTE ERT work from FY25 forward, the GWDB's CTE Committee will be working with the Maryland Department of Labor to develop and submit a FY25 supplemental budget request to support a tentatively proposed staffing structure as follows:

- one full-time regional director to lead CTE ERT work in each of three regions in the state;
- one part-time CTE teacher review team lead for each of three regions, who meet Blueprint criteria to provide consistency in perspective across visits in the region;
- one full-time data analyst who will help compile and track available and collected quantitative and qualitative data on CTE schools, as well as help build overall system capacity to monitor progress towards Blueprint goals;
- one part-time policy analyst/consultant to serve as a subject matter expert that will help analyze data and findings in schools, districts, regions and across the State and bring a national and expert lens to this work; and
- budget for the provision of technical assistance for schools and districts in addressing challenges that are identified by CTE ERT visits, as well as opportunities for schools to network and learn from one another.

This proposed staffing plan may be subject to modification pending results of the pilot in FY24.